Mr. Biehn’s

Band Class Lesson Plan

Half Day “El Relicario/Fanfare Majestic”

**Introduction**

The class has been playing “Fanfare Majestic” for about 4 times now and should be familiar with most of the rhythms and notes and a few of the dynamic and tempo changes. They are still adjusting to the fact that the piece is very exposed and there is a lot of counting involved for every part. They are used to having more to play and doubling pats. For the piece “El Relicario” they are less familiar because they have only been through the piece twice and are still fumbling over rhythms, notes, dynamics, and the tendency to slow down. They are still in a state of sight reading the piece mainly because of the gap in days due to having A day with everyone available and the weekend.

**Purpose**

The purpose of this lesson is to get the students to play the song “Fanfare Majestic” with more confidence of when they come in to play their part and go over any mistakes still lingering with rhythms and any blaring wrong notes that are not due to their lack of playing capability for the moment. Also, to get them to feel more comfortable with the entire piece and maybe having two run-throughs at the end to get a overall feel for the piece and getting used to counting and hopefully coming in at the right time with more confidence. The second piece, “El Relicario” the focus will be on rhythms, especially the one melodic line that most of the parts have with the sixteenth notes. Also, the percussion section needs have more work as a whole to get them to play most of the instruments and transition from, for example maracas to castanets. Go over any mistakes that might occur otherwise, especially during some of the run-throughs to get them familiar with the overall feel of the piece. The piece has already been explained that it is a 2-step Spanish dance.

**Standards**

1.1.2.B.3- Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements),and identify rhythmic notation up to sixteenth notes and rests.

1.1.2.B.1- Explore the [elements of music](http://www.njcccs.org/search.aspx) through verbal and written responses to diverse aural prompts and printed scores.

1.1.5.B.1- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to [ear training and listening skill](http://www.njcccs.org/search.aspx), and temporal spatial reasoning ability is connected to listening skill.

1.1.12.B.1- Examine how aspects of meter, rhythm, tonality, intervals, and harmonic progressions are organized and manipulated to establish unity and variety in a piece of music or exercise.

**Objectives**

* Students will be able to play the instruments with some sense of care and should not have a want for breaking them.
* Students will be able to come in, set up their instrument, stand, chair, and start to warm-up getting prepared for the pieces that are written up on the board.
* Students will be able to tune their instruments with guidance from the teacher.
* Students will be able to play alone and with others and are comfortable taking individual instruction since they might be the only one on that part.
* Students will be able to follow the directions and the instructions given and follow along with the conducting while playing through the pieces of music.
* Students will be able to play the songs with more confidence and start to make sense of the melodic lines and counting their measures of rest.
* Students will be able to put their instruments back into their lockers and line up to wait for the better while gathering their other materials needed for the next class.

**Materials**

* Individual Instruments and necessary instrument accessories
* Band music for each student for “El Relicario/Fanfare Majestic” specifically
* Scores for “El Relicario/Fanfare Majestic”
* Chairs and Music Stands/Conductor Stand and Chair
* Chalk Board
* Chalk

**Sequence**

5-10 minutes

Students will be coming down to class from homeroom and they are allotted approximately 3-5 minutes to get there according to the bell and how far they have to travel from around the school since the school is huge, and there is a lot of traffic in the hallways. The teacher’s come down from homeroom as well and need to open the band room doors to let the students in. Once they get there, the students know to get their instruments from the lockers and set up their chair, music stand, music for the pieces being rehearsed and start to warm-up on their own. Once that is done, the teacher will quickly go around the room and adjust their intonation and tune them for the pieces, but not too long due to the half day.

10-15 minutes

The teacher will have on the board which song is first, which in this case is “Fanfare Majestic”. The focus will be the beginning of the piece from measure 1-24 and the end of the piece form measure 35-End. The first part will be to get them familiar with the rhythms, notes, and the melodic lines. They need to be more comfortable with their parts and come in at the appropriate time with confidence. Most of the rehearsal from the beginning will be focused on getting them to come in at the right spot due to counting issues. Towards the end of the piece we start to run into tempo problems and are dragging with the background pulse of the song with baritone, Bari. Saxophone, and percussion. Also need to work on the rit., at the end of the piece. After some improvement is made, we will run through the piece maybe twice depending on time and get through with fewer mistakes and have a better sense of the piece as a whole.

15-20 minutes

The teacher will have on the board the second song that will be rehearsed which is “El Relicario”. The focus will be on the melodic line with the sixteenth notes which will be on the board as well. The teacher will ask whoever has the melody anywhere in the piece, to play along with the notes that they have. The melodic line will be broken up measure by measure or beat by beat if necessary. If the notes clash, then all of them will do it on a concert Bb. If that is the case the teacher might ask that everyone do the melodic line even if they never have it just to get them familiar with what to listen for. Secondly, the focus will be on getting better dynamics especially at measure 26 and 43 coming out of the louder sections in the beginning. Those sections are most exposed and the parts need to come out more due to the lack of instrumentation. The third focus will be to get the percussion section to get their rhythms better and to get their switches down if they have multiple instruments to worry about especially maracas and castanets. Once those things have been rehearsed and addressed, then we would go through the piece as a whole once o twice.

5-10 minutes

The students will pack up their instruments and put them back into their lockers along with their music. Then they will come back out and gather their other belongings to get ready for their next class and wait at the door for the bell. They need to be ready to go once the bell rings so that they can make the trek to their next class. Most of them have longer distances to travel and should not be late. The teacher will then make sure things are not too messy and wait at the door while the students leave and then erase what was on the board.

**Assessment**

* Seeing if the students follow along with the information/discussion and conducting of the teacher or the measures being rehearsed.
* Seeing if the students play the rhythms, notes, correctly and with confidence.
* Seeing if the students count their measures of rest and come in when they are supposed to with little guidance from the teacher’s conducting especially in the “Fanfare” piece.
* Seeing if the students play the rhythm and notes correctly for those who have the melodic line being rehearsed in “El Relicario”.
* Seeing if the students get the dynamics and the switching of instrument parts, if needed, correctly in “El Relicario” and playing with more confidence when their part is exposed at the particular measures being rehearsed.